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The main newsletter article concerns aspects of the "new student" having implications for higher education and student personnel services. Students are more mature biologically, and are better informed than when undergraduate institutions adopted their primary ways of operation. Students constitute a growing cultural concern, in opposition to some American social traditions. Students are, also, more activistically disposed. The changed nature of the relationship between a college and its students is discussed. The professionalization of student leadership is considered. Possible models of the student personnel worker role are described. University operation could be improved by (1) the involvement of all university personnel in the management of student life, (2) the study of higher education by behavioral scientists, and (3) by increasing the understanding of college and other social institution relationships by people moving into professional academic careers. Reactions to this article and discussions of the new student follow. The Joint Statement on The Rights and Freedoms of Students is presented. New ERIC materials related to school-student interaction and to student climate are listed. (PS)

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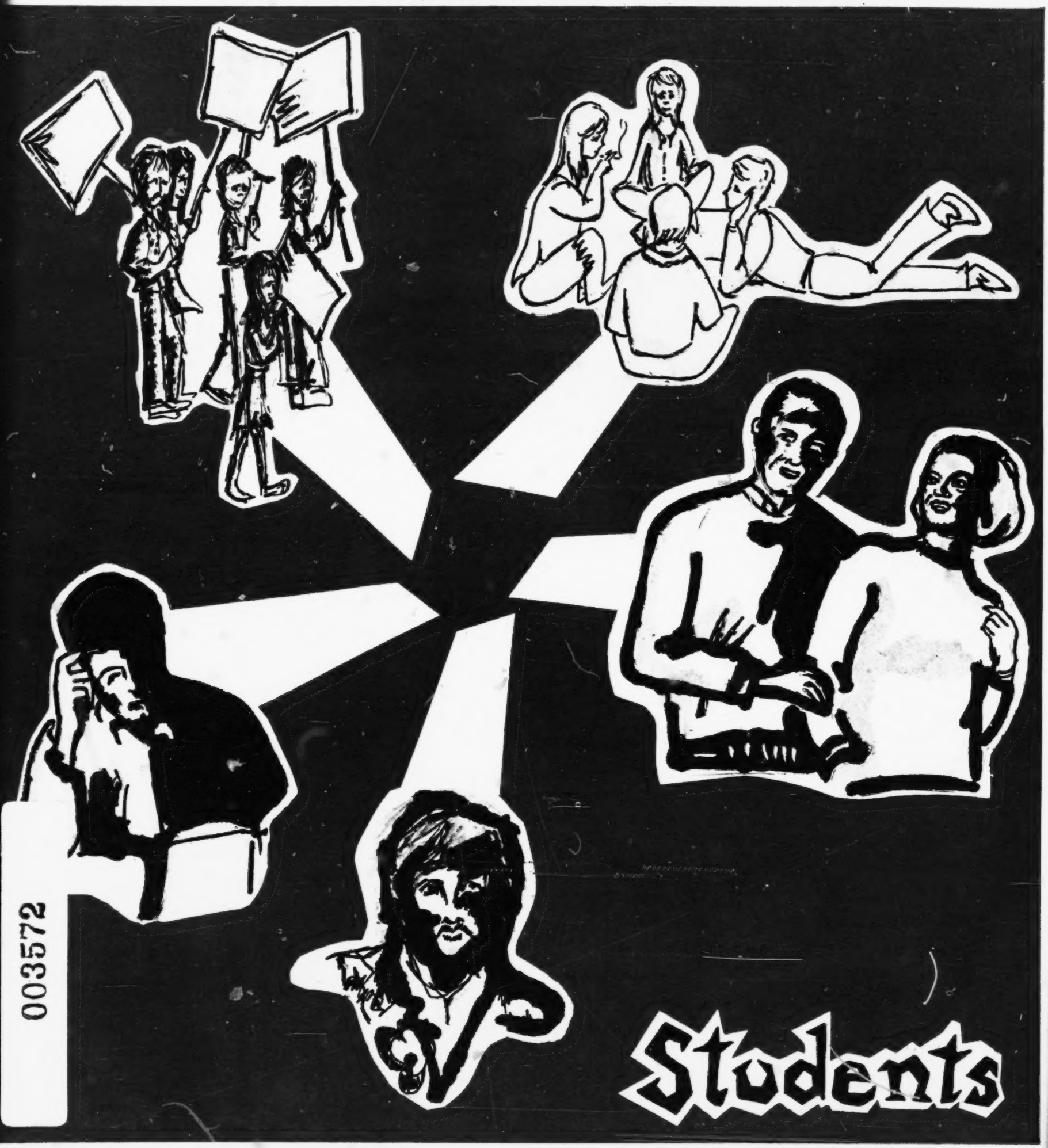

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The New Student: Implications For Personnel Work

by Edward Joseph Shoben, Jr.

In this article, Shoben highlights aspects of the "new student" which have important implications for the student personnel services and higher education. In CAPS' view, there are equally important learnings to be gained by pupil personnel workers, for changes in student behavior and climate at the college level may portend changes to come at lower levels. Rather than focusing on one age level, CAPS would see Shoben's article and the accompanying reactions as encouraging a dialogue on the full dimensions of student behavior and climate and their implications for personnel services programs.

Edward Joseph Shoben, Jr. brings considerable expertise and authority to the following discussion on contemporary youth and the implications for personnel work. He is Coordinator of Academic Planning and University Professor of Higher Education at SUNY-Buffalo, New York. He also serves as the Director of the Center for Higher Education, and chairs the Council on Higher Education Studies. His major interest areas include the dynamics and destiny of student movements, the role of the humanities in contemporary liberal education, the relationship of higher education to the contemporary cultural crisis, and non-intellective concomitants of higher educational experience.

He is co-editor (with Ohmer Milton) of, and a contributor to, *Learning and the Professors,* published by the Ohio University Press, 1968. His article, "Some Profiles of Student Organizations," is scheduled for publication in the October issue of *School and Society*. Forthcoming publications include "Demonstrations, Confrontations, and Academic Business As Usual," accepted by the *Western Humanities Review,* and "The Climate of Revolt: Some Fundamental Considerations," in *Students in Revolt,* edited by Durward Long and Julian Foster, scheduled publication 1969.

Question: What kinds of questions should student personnel workers be asking about students that they are not?

Dr. Shoben: We professionals seem to have an affinity for exotic and often useless information. Some types of information, however, are not useless. For example, the average age of puberty in women has been dropping at the rate of six months per decade over the last 80 years. This means that the average freshman woman enters college roughly three years more biologically mature than her counterpart at the turn of the century. I chose the turn of the century because virtually all of the apparatus, in terms of which the contemporary university functions such as the departmental system, the lecture method, the establishment of the Carnegie unit for graduation, and the notion of curricular versus extra-curricular life, was developed between 1890 and 1910. So the question arises, "Who are today's students and is the institutional machinery we are using in phase with the characteristics of this group?"

There is really no backing off from the steady decline in the age of achieving maturity. When one considers the data on the way in which the habits and outlook of girls modify almost within a day—the day after first menstruation, the business of contending with kids who are three years older biologically than they were at the time the modern university was established is probably no trivial issue. I don't know, however, of any institution that is giving any thought to this particularly, except the kind of piecemeal thought that comes about when some kind of difficulty arises.

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Question: Do you feel that the data selection procedures adopted by most institutions are generally inadequate?

Dr. Shoben: Yes. Either the right kinds of questions are not asked or, if the relevant information is available, it is not assimilated into the policy making processes of the university.

One question might be helpful: "What kind of culture does contemporary youth define?" It seems to me that this question can stimulate some answers of real interest. Some helpful information is already available. You can document, for example, that the current generation is better informed than any other that has come to college. Perhaps the most convincing data on this stems from a study done in Iowa, where the Iowa Achievement Tests had been given to the whole school system on two occasions that were 21 years apart. There were two generations represented, with the parents of some students the actual takers of the test at the earlier date. The differences favored the younger generation by almost a sigma.

One implication of this may be that the whole business of gearing a college to making information available probably is either unnecessary, or beside the point. Students today have their own information gathering facilities by the time they reach college. They have learned, for example, to use the television set instead of simply sitting glued in front of it. An AP reporter recently made a study of student attitudes on university campuses. He returned with the most exciting set of field notes. One of the things that stands out was a student at Berkeley who talked about the fact that one couldn't have much faith in one's country when one could see the kinds of things it was doing in Southeast Asia. The important thing here is to recognize this kind of statement not as metaphor, but as description of experience. The student did see it. The whole impact of television is an emphasis on the visual mode; the implications of the kinds of affects that can be aroused by this kind of pictorial experience are very important. Not only is youth better informed, it is probably more affectively involved in certain classes of information, those involving interpersonal relationships.

Another important consideration is the extent to which the youth culture is becoming disarticulated from the historic, continuing pattern of contemporary culture. Today's students seem to find little warrant whatsoever in the kinds of traditions they are asked to inherit. In our generation, it was still possible to believe, on good grounds, that the man who mastered yesterday's experience was best prepared to cope with tomorrow's problems. The current rate of social change just doesn't allow easy acceptance of this kind of doctrine. Possibly, the man most in command of yesterday's traditions because he is committed to them, is least equipped to leal with tomorrow's problems. A good deal of the impetus for curricular reform grows out of student conviction that there is no longer any assurance that yesterday's traditions are the best preparation for the problems of tomorrow. A different set of options should, therefore, be available. The reform being called for involves greater sophistication in the debate of significant issues — issues such as the morality of any given nation's actions, the relationships among ethnic groups, and the forms of organization that allow for the greatest degree of individual expression and personal generosity among individuals.

Question: Do you see much connection between the student activist movement and the civil rights movement?

Dr. Shoben: There are, I believe, several important connections. A lot of young people developed a great deal of tactical skill by their participating in the civil rights movement in the use of the sit-in, the public demonstration, and the protest march. All of these devices are technically nonviolent, but can be easily escalated to violent forms. The result was the development of a new group of highly skilled tacticians primarily interested in performing well tactically. Some of these youngsters represent, I think, a part of the leadership of the nihilistic cadre. These people enjoy craftsmanship in the same way that the Pentagon intellectuals do. Only, they happen to be on different sides. The important thing for them becomes demonstrating skill in bringing the institution down, slowing it up, and disrupting it.

A good deal of commitment to social justice was also developed. It has become not only a matter of supporting Negro freedom, but also a matter of supporting almost any kind of movement which can be presented as the pursuit of justice. A good deal of

the peace movement tends to grow out of this kind of commitment. The issue is not whether or not they are right, but whether or not this kind of expression reflects an attitude which has to be dealt with if you are going to deal effectively with these kids.

A third connection, which I think is an important one, is that respect on the part of white liberals and white radicals for Negroes grew out of the latter day experiences of the civil rights movement. When SNCC first began to pursue the black power, segregated, independent line, the liberals quickly learned that they meant it, and that the most important service they could offer was to support the Negro in going his own way. On college campuses, the relationship becomes a fairly telling one. At Columbia, for example, the Afro-American group that took Hamilton Hall behaved entirely on their own. but they managed it only through the intervention of Tom Hayden, who convinced the SDS group to get out and leave it to the Negroes.

Question: What is the effect on the university of these changes in the nature of students?

Dr. Shoben: Let's look at what's been said so far and consider the implications. The argument here would be that the students are significantly more mature biologically than when institutions adopted their primary ways of operation as undergraduate educational agencies. Second, they know a good deal more. Third, that they constitute, if not a viable, certainly a growing cultural concern all their own, which in many ways is in opposition to some of the traditions of the larger American society. Finally, by and large, they are much more activistically disposed.

When you begin to talk about kids in relation to these four propositions, the character of any institutional climate is likely to be a function of (a) the proportion of students who can be characterised this way, and (b) the extent to which they can make the adaptation to the rather different kind of clientele that they serve. I guess I am urging that the question be raised whether or not the clientele has changed sufficiently to make it really quite mandatory—if the University is going to do a respectable job with respect to its educational mission—to modify itself, and to modify itself in a pretty wholesale way.

Question: Along that line, do you see the traditional model of university student personnel service, with a dean of students and a group of supporting services, as being adaptive to these changes in students?

Dr. Shoben: Because it would be so difficult to break away from the traditions associated with the title, I would suspect that the dean of students is, if not as dead as a dodo already, an invitation to murder. If you start with the hunch that the undergraduate clientele and the university's apparatus for serving that clientele are a little out of phase with one another, what are the options? Let me suggest three kinds of considerations that would seem relevant.

One of the essential things to understand when looking at the role of student services is the nature of the relationship between a college and its students. The legal basis for kids going to college from 1636 until early in the 20th century was essentially a contract, not between the student and the university, but between the university and the parents. That's the origin of the *in loco parentis* notion. The university stood in place of the parent, providing the student with an education while the parents paid a proper fee.

Sometime after the passage of the Morrill Act, the colleges began to serve a social mobility facilitating function. Kids came to college not to enjoy the benefits of maintenance of social class, but to upgrade occupational opportunities. In the course of that tradition, the *in loco parentis* notion came under increasing challenge.

By the time the Second World War ended, it became clear that American society needed educated people in unprecedented numbers. The whole legal relationship between the college and the student tended to shift into a very different kind of affair. What was at issue was not the contractual arrangements,

" . . . I am urging that the question be raised whether or not the clientele of universities has changed sufficiently to make it quite mandatory (for the university) . . . to modify itself in a pretty wholesale way . . . "

but the status of young people in American society. If the society itself is to survive, young people must be trained. So, instead of being sent to college, students were encouraged to come. All kinds of national policies were formed to enable youngsters from all walks of life to attend college. They have not been so much sent as almost commanded to attend.

As a result of these changes, students are now saying, and it seems to me with good deal of justification: "Look, we want a say in the kind of thing you are asking, and even forcing us to become involved in, because the society needs us." This is the kind of consideration which is difficult for a traditional dean of students to contend with.

Another consideration is the degree to which students can conceivably be kept out of full membership in the academic community, and the extent to which it would be advantageous to admit them to full membership. I would be inclined to argue the "academic community" has really been a chivalrous rather than an actual description of conditions on the college campus. The term, if it has any meaning at all, has applied to the faculty, and possibly some administrative offices, not always including student personnel types. The faculty rules. Almost all control over educational programs, curricular and instructional procedures and evaluation lies with the faculty. One can argue that there is a genuine academic community there, but when you ask about students as a community of scholars, the only students who seem involved at all are graduate students, and these students occupy a peculiar kind of limbo, for they are neither in the faculty nor of it, but regulated by faculty values. This doesn't hold for the undergraduate.

I would be inclined to argue that given alterations in the social and legal structure, given the change in the nature of the clientele, and given certain aspects of youth culture and its peculiar vigor, there is no conceivable way of keeping students out of fuller engagement with the academic community. I suggest that it's a good deal wiser to see if you can develop imaginative ways for including them early, partly on the grounds that the more students are subjected to frustration, the greater the probability that they will engage in aggression at one time or another.

Question: I wonder if in some ways, student activists actually work against their goals? That is to say, with national organizations, elected officers, dues collecting procedures, admissions requirements and the increasing institutionalization of students as a force, may not the relationship between faculty and students become so institutionalized that it becomes a matter not of spontaneous discussion but really a very serious kind of collective bargaining?

Dr. Shoben: One of the things that I think is interesting, if you look at history of the labor movement, is that there was an enormous amount of violence in it, up to the time that the unions became pretty professionalized. At the moment, there rarely is labor violence. There is rarely any protracted strike of any duration. The development of a strong, professional leadership within the union tends to increase the degree of communication between union and management. It tends to make an adversary relationship really a fairly comfortable one.

The important thing to me in this analogy is the professionalization of one party of an adversary relationship. One of the things that seems to be suggested here, that I'd love to see talked about more and tried more, is the professionalization of student leadership. The Stanford elections, at which a topless dancer ran for student body president and nearly won, seemed to be extremely interesting, because of the way in which a remarkable degree of contempt was expressed for student government generally.

What would happen if student government actually did govern—shared responsibility in the way an institution was run, operated in a context in which students had to deal with faculty and administrative leaders? I find thoroughly unpersuasive usual response that students are at the university for only four years. When a faculty member comes to a university, he's not asked to stay four years before he wins participatory rights in either speaking at a facul-

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ty meeting or voting in it. He may very well leave after one year or two or three.

For something like 50 years after their graduation, students are alumini. As alumni, they have a great deal of influence which they can either exercise or refuse to exercise in relation to the institution. As alumni, they become corporation executives, the executives of philanthropic organization, legislators, and government officials. It seems to me little wonder that colleges have as much trouble as they have in relations with these kinds of groups, when they pay as little attention as they do in trying to develop some sense of what a college is all about during the four years in which they could teach the student what is involved. What better way to teach them than to have them involved in the administration of the university, involved so that they share in the failures as well as the successes.

Question: Isn't it possible that this unionization of students would result in a formalization which would decrease the probability that the individual student could have a real say in the university decision-making process?

Dr. Shoben: The professionalization is the element I mean to stress. The labor movement reference may have led us off on a poor trail. When students talk about the labor movement, they talk about the Wobblies, the IWW, which stood for things like profit-sharing, making decisions about the way in which a company would be operated, and the involvement of the workers in management, as well as wages and hours.

There are analogs to professionalization other than the management-labor mode. One would be government. A student assembly could be developed to coordinate with the faculty senate as a governing body. The president of the student body would be essentially the speaker of the assembly. Participants would have a very professionalized kind of post with a broad base of representation, so that each member of the assembly would have an identifiable constituency which he could know by names and faces, and who certainly could know him. This student leader then would be responsible to the students. Any kind of legislation passed or any kind or arrangements made would also have to be cleared by the faculty senate over whom the student senate would hold the same kind of check power. This can result in a professionalized form of quasi-adversary relationship.

Question: Regardless of the model, what is the role of the student personnel worker?

Dr. Shoben: I can think of three of four kinds of alternative patterns. One is a person concerned with student affairs, you can call him a vice-president and pay him accordingly. This would be essentially a staff, not a line, job. This person deals with the president and acts for the president with respect to student matters. His primary responsibility is keeping the channels of communication open with student factions, the student government body, and individual students who happen to be highly influential within the culture of the institution. The president, then, like any executive would have the power of initiating policy, requesting legislation, making recommendations, persuading by presence and voice, and urging programs. This should include representative student government

"In many ways . . . student personnel work as a formal organization of people has contributed more than it might to the development of troubles on campus by allowing itself to become sucked into the establishment."

which would allow him to get word back to students through students. It would seem to me he could exercise a good deal of influence, and his student affairs vice-president would be a kind of key figure with respect to the operations of the academic community, because the students are the largest element in it.

Another pattern would be to reverse the role entirely. The person concerned with student affairs, whatever his title, works for the students. They hire him out of their budget and he enjoys certain kinds of academic privileges, but his line of responsibility is not to the administration but to the students. He becomes the kind of person who can deal as a peer with the faculty, and can offer advise to student organizations by operating primarily through persuasion rather than authority. This kind of interpreter seems to be needed in a community where the identi-

fiable components are as different in ages as they are likely to be.

A third possibility is a coordinator of student affairs. This is a relatively low level shopkeeper, but nonetheless one who would need quite complex skills so that the very diverse, multiple kind of activities by various student groups could be scrutinized and published to all other student groups. This function avoids needless duplication of activity, allows various agencies of the university with legitimate interest in knowing about things to keep informed, and enables those groups seeking to mount counter-activities to have ample opportunity to do so.

A fourth model is a director of student services, whose job is to coordinate the services that are available currently, i. e., health, social facilities, the programming of rooms, and more importantly, the identification of those services that students need and want. He would serve again as a primary spokesman for the orderly generation of these services. These are some possible models for personnel workers.

Question: Some people seem to see a trend in the appointment to student affairs positions of persons trained in disciplines other than personnel work. How do you respond to this trend?

Dr. Shoben: I guess I can't work up very much adrenalin about this one because I feel that, by and large, the student personnel enterprise has not been a particularly distinctive one. It's awful hard for me, in spite of an honest sympathy, to find very much in the achievement of the professionally trained student personnel worker that outweighs the guy who simply keeps in touch with the student body and is concerned about the role played by students on a particular campus. There hasn't been any very convincing demonstration that I know of, that student personnel work, as a profession or as a family of professions, has made a distinctive contribution to the life of the academy. In many ways, it seems to me that student personnel work as a formal organization of people has contributed more than it might to the development of troubles on campus by allowing itself to become sucked into the establishment. One of the major functions of the dean has been to make sure there was no trouble in the university, and that's very different from helping the university provide a more educative climate.

Question: You seem to be saying that the type of training which student personnel workers receive has little influence on the effectiveness of the programs which they develop.

Dr. Shoben: Let me try by reformulating the problem a little bit. One way to put the question is, "How do you breed that form of cat that behaves like a good student personnel person?" This means that you have to define what a good student personnel worker is. That's a tough one, particularly since the current criteria may be quite different from what it was five or ten years ago. At the time, it was quite conceivable that a really first-rate order-keeper, one who could maintain the store in its present form and keep the kids cheerful, would have been every college president's dream. I don't know if you could bring that off any more.

Another way of posing the question would be to say, "What are the more general conditions on college campuses that have tended to make the college and the university a source of dissatisfaction?" I don't think you can charge current student behavior off to the disposition of adolescents to engage in hijinks. I would be inclined to offer, as one hypothesis, the suggestion that a large number of people don't really understand the nature of the university. This seems to be endemic to campuses. If you want to find someone who really doesn't know how the University of Michigan, for example, is run, the sensible place to go is the Department of Physics or the Department of English and ask one of the faculty members to sketch the organizational decision-making chart. My hunch is that you'd find one in fifty who could do it. There's never been any reason for faculty members to become much involved in this sort of thing or to think very seriously about the educational side of the university's operation.

"I would be inclined to offer, as one hypothesis, the suggestion that a large number of people don't really understand the nature of the university. This seems to be endemic to campuses."

One possible way of changing this is to find some way of involving all university personnel in the management of student life and the educative forms of student experience. Perhaps, some attention to the problem and processes of higher education could be built into each Ph.D. program in the disciplines, so that maybe you can find some among faculty members who are precisely the people to fill these new student personnel spots comfortably and effectively, by virtue of the fact that they capitalize on this larger degree of information. In short, the elevation of the comprehension of higher education and its dynamics generally would seem to me to be one of the most attractive ways of dealing with the university problem.

Another would be to put more emphasis on higher education as an object of study and professional concern in the behavioral sciences, so that a person working in psychology, for example, can work primarily on the institution of higher education, the changes in character of the clientele served by colleges, and the the social dynamics of the society of the college. It becomes likely then, that among the sociologists, psychologists, and anthropologists you have on your faculty, you'd find somebody who, while practicing his discipline, has become deeply informed about these matters. A third approach is the development of learning opportunities for people who are moving into professional academic careers to enlarge their understanding of the relationship between the college as a social institution and the other institutions of the larger society. I say this because one of the things that has been most striking about the present wave of student revolt is the extent to which colleges have felt free to involve themselves with other institutions without ever worrying about the reactions from their largest component population, namely students. What students thought didn't matter so long as university personnel were pursuing, with intellectual integrity, some mission that they set for themselves. I'm not at all sure I would have suspected ahead of time the reactions at Chicago and Columbia, on the part of faculties and students, to membership in the Institute for Defense Analysis, or the incomprehension of college presidents when the investments of their institutions and their policies are challenged.

This whole notion of the college as a crucially formative kind of social agency is one that hasn't been thought about, I suspect, since the predominantly church-based function of the college got lost in history. More sophistication on that score would be one of the ways of building people to perform student personnel functions in a much more effectiveway.

"This whole notion of the college as a cruicially formative kind of social agency is one that hasn't been thought, I suspect, since the predominantly church-based function of the college got lost in history."

The Real Question

Richard A. Siggelkow
Vice-President for Student Affairs
Professor of Education
State University of New York, Buffalo

■ Terms like "The New Student" are immediately misleading. It should be acknowledged that today's "new student" resembles the "old" student of yesterday, with some foreboding that the "average" student of tomorrow is unlikely to be much different from his predecessors. For that matter, the greatest challenge to those in Student Affairs/Personnel may well be to devise methods to help the traditionally apathetic "90 percent" become intelligently active, properly informed, and meaningfully concerned about their lives, society, the university, and the world.

Shoben's charges against "exotic and often useless information" needs more amplification and documentation, but we certainly do need to know what difference college experiences make, what information faculty need and desire, who will get what information about whom, and the purpose and effect of such data. We all need to be made aware of existing research knowledge on student values, attitudes, characteristics, and aspirations, so that these may be related to teaching.

One senses a hasty conclusion that institutions are not finding out "who are today's students." Dr. Shoben is joining at least one institution this fall in which reasonably sophisticated longitudinal studies ("Biography of a Class"), in progress since 1964, describe in detail student characteristics with findings that provide usable and pertinent data to the faculty and administration. Data include initial reactions of freshmen to the University experience, student attitudes and opinions about the University, extra-curricular activities, student power, class size, courses, desired relationship with faculty, identified characteristics of good and poor teaching, and responses as to their future goals. Most important, the materials are being assimilated into the policy-making process of the University.

Shoben's timely references to the importance of educating for change and the need for curricular reform are excellent. Those few institutions that take such advice and recognize the inevitability and profound nature of change may be able to program that change successfully in line with institutional values.

Shoben makes a mistake common to many observers by both over-rating student activism and its real effect on most universities. While it is admittedly difficult to portray a reasonably clear picture of college youth today, the current national image never has been, and remains neither fair, accurate, nor trustworthy. People are in a constant state of change, and the parades of passing generations have their own impact on the times that also, for better or worse, constantly change.

Students, as always, generally remain a reflection of current American society that changes very slowly. They are preoccupied with their personal lives, essentially security conscious and materialistic in outlook. Scholarship and learning are important, but only as part of the total picture in obtaining a degree. More than previous generations they have been subject to an increasing emphasis on strong academic records, passports to graduate and professional schools.

If students in a general sense are *permanently committed* in great numbers to significant issues, we have yet to discover them. Would that Shoben's "commitment to social justice" were really being developed! With reference to civil rights, there may even now be growing an interesting—although unfortunate—"white backlash" on those campuses that are making supreme efforts to resolve past injustices with bold experimental programs designed to help the culturally and economically disadvantaged, most of whom are black. Equally interesting, black students and the New Left do not always seem to get along particularly well together.

In the fall issue of NASPA, Frantz notes that "what little data are available indicate that between four to eight percent of our colleges have been sites of protest and that about one percent of the nation's students have participated." He agrees with Shoben that "the relevance of student demonstrations is not to be casually dismissed" because (and the emphasis now differs from Shoben) "regardless of the extent of student demonstrations, most students involved in them are seriously telling us something to which we should listen,"

Even then, we must identify from within the current group of protesters a hard core of a very few—including non-students—whose ultimate goal is to bring down not only the university, but the society. (Many of these are like self-appointed Phoenix birds, apparently convinced that once they succeed in burning the place down completely, along with themselves, new and beautiful institutions more accurately reflecting their particular values will arise with them from the ashes.)

This is not intended to be in disagreement with Shoben's appropriate emphasis on innovation and

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Students Can Do It Themselves

Edward Schwartz
Past President
National Student Association

■ Dr. Shoben's earlier work was true to the mold of the liberal administrator trying to understand and sympathize with the thrusts of the student movement, while not really empathizing with them. In his more recent pieces, Shoben seems to have acquired an intutive grasp of what students are saying. With this new insight, his proposals to other segments of the academic world are highly relevant.

This new insight is manifest in his interview. His analysis of the new sophistication of 18-year olds (with physiological data, no less!) is noteworthy. Even the hardiest student activist has yet to produce such statistics. Much of what he has said might well have been said by a student. If those who read the interview take him seriously, they would deal more effectively with the student problems which now baffle them.

I would offer a few additions to his comments, to focus directly on the kind of framework appropriate for evaluating students. Shoben is, I think, correct in attributing new physiological and psychological skills to young people. Yet, somehow, the internal and external turmoil afflicting the college student in the era fails to come across in his remarks. If students are capable of understanding and analyzing more, this same capability often means that they worry more. They no longer worry about whether they will get a job, the kind of role they will play, the life they will lead, and the kind of people they will be. Involvement in Civil Rights, anti-war protests, and movements for student power are all manifestations of attempts to resolve highly personal questions about role and identity.

Indeed, many students have shown themselves unwilling to submit to the social costs imposed upon those who seek economic stability. Edgar Friedenberg's studies of adolescence document brilliantly the degree to which the emasculation of intense feelings, the cauterization of unique skills and social characteristics, and destruction of community are made to be the price of sucess in our high schools and, later in our careers. Young people are aware of this. If some choose to become hippies, if others identify with a black-power movement seeking acceptance for different life-styles, if many protest the emasculation of the Vietnamese people whom we have never really understood, their choices indicate dissatisfaction with what is demanded of them.

Conceivably, the school should be the place where resources aiding young people in making significant choices are provided. Friedenberg's writings show that it is not. Shoben's comments illustrate this point as well. Shoben notes that "Youth culture is becoming disarticulated from the historic, continuing pattern of contemporary culture". He might have added that curricular presentations of past tradition have not helped in restoring any sense of continuity. Indeed, behavioralists in the social sciences reject the past almost as vehemently as the students, while historians continue to display their traditional contempt for the present. A student trying to relate the two attitudes gets little help from his professors.

All this yields a general sense of wonderment about the university itself. The simplest line is: "What kind of university is it that is not raising the issue of the war? What kind of university is it that is not encouraging people to become sensitive? That ignores the problem of poverty in this country? What kind of university is it that assumes that racism is irrelevant to a discussion that might go on in the academic community?"

We've all bought the line about education handed out in every college catalogue and every theory of education ever presented to students: that education is supposed to be an arousing experience in which people's perceptions are broadened. In buying that line, we must apply the standards of what we believe to be relevant to today's world to the university and see if it lives up to its own ideal.

Shoben's own critique of administrative attitudes towards students shows that not much help is provided outside of the curriculum either. Stability of the community rather than enrichment of the individual through community life is typically the goal of university administration—whether it be reflected in resistance to student participation in decision-making; in construction of roles for deans which render them little more than mediators or shock absorbers between students and the college president; or in failure to provide funds for student programming.

Those of us who ask for student power are now saying, in effect, that the university has moved so far away from providing us with help that it should not even attempt to do so. Give us power, some funds, and we'll do it ourselves.

Along these lines, I am most comfortable with Shoben's suggestion that the future personnel administrator be considered an employee of the students. Indeed, one or two student leaders whose deans of students have departed are pressing hard

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The Personnel Specialist Is An Educator

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■ The questions about students could be endless. We have just scratched the surface in terms of research and survey about the nature of contemporary adolescent men and women involved in collegiate activities. The key questions in this area involve several dimensions and multi-disciplinary approaches.

The steady decline of puberty in American girls and boys provides a complicating factor in the definition of adolescense and in our attempts to provide an educational milieu which takes this important factor into account. Personnel workers are aware that pubescence is reached eariler than before. We have, however, always placed emphasis upon dimensions of adolescence other than the physiological. The psychological and sociological dimensions of adolescence are areas which should demand more of our focus, and should be included in the questions we ask about students today.

I believe that the data selection procedures adopted by most institutions to investigate these areas are generally adequate. However, the techniques employed, the questions asked, and the relevant application of the available information may be reflective of the professional-staff turmoil relating to the use of "research" data and/or demographic information. The whole question of records, data of a personal nature, and the storage, retrieval, and use of information about students seems to be in a state of flux. It is certainly problematic for many personnel administrative staff members.

The current student activist movement is an important development. I doubt that *the* effect on the university can be delineated. The impact of students upon higher education in the current decade, however, can be measured by campus disruption, revolution-evolution of regulations affecting student involvement in the affairs of the institution, clarification of student status, and the emergence of new awareness of student power on the part of the instructional and top administrative staff members. In addition, the impact has had at least one negative implication: the rise in incidence of "crisis administration" in response to unexpected (at least on the part of administrative personnel) student demands or power play tactics. Institutions characterized by constant change in the area of student/staff relationships—without evaluative measures—seem to be spinning off faculty-staff energies.

In recent months, perhaps since December of 67, the "radical left" has emerged with a primary focus of dissolution of the establishment by any and all means available (and the establishment includes more than just institutions of higher education). Many publications detail "tactics" of "resistance" in a variety of situations, and suggest procedures for the crippling or inhibition of the functioning of social institutions. I wonder if we have failed to really examine the goals of the student activists in terms of primary and secondary focus. It would appear that formalization of the student structure, albeit loose at the national level, gives thrust to the primary focus. Greater interaction between student-faculty-administrator may be the seductive secondary goal employed to enlist support for a specific local goal or a ploy for enlistment of members.

In this area, the significant question seems to have become, "How shall students be represented; at what levels and to what extent; and who shall represent student opinion?" The challenge to student personnel workers becomes one of assisting in the development of the most effective and educational means of involvement for students in the activities of the college campus.

Too often, the student personnel specialist is, however, seen as a "service man" or "service specialist," who offers facilitating experiences to students upon student demand. Somehow, the concept of the personnel specialist as educator has not caught on within the total campus community. Stereotypes, of one sort or another, have been fostered and supported. If any group of professional staff members is sensitive to and attuned to the needs of students it is the student personnel staff. These people should be charged with the responsibility for communicating the nature of, and changes within, the student body to others in the campus community. These activities can be fostered within our current structure. A change of title or patterning would be irrelevant if the campus, *per se,* is not aware of the nature, scope and functions of a viable student personnel program. This is the real challenge.

The personnel worker is a social-behavioral scientist employing multidisiplinary techniques and knowledge in a particularized manner. As a participating and contributing member of the higher education team, he is bound by the professional ethics of the teaching, researching, and counseling aspects of his function. His title and the organizational pattern are

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Joint Statement On
The Rights & Freedoms
Of
Students

The Joint Statement on the Rights and Freedoms of Students is a statement which was released in the Fall of 1967, as the result of the cooperative efforts of several professional groups. This statement provides guidelines for the evaluation of current procedures and the development of new policies concerning the rights and freedoms of students. It is particularly important at this time when students are seeking greater involvement and power in many aspects of the college operation. While the statement has no coercive power, it represents a consensus of many diverse groups including students, administrators, faculty, and personnel workers. For this reason, it represents a particularly important and helpful guide.

The initial impetus for the development of this joint statement came from two groups. In 1961, the American Association of University Professors (AAUP), Committee S, became interested in the development of a statement on students' rights. This committee was instrumental in the development of a joint drafting committee including representation from several other professional groups which were active in the development of this statement.

Another group which provided early support for the development of the statement was the National Association of Student Personnel Administrators (NASPA), Commission VIII. As early as 1961, this commission also recognized the need for a statement concerning student rights. A major contribution of this group was a study of the existing practices of colleges and universities with regard to student rights and freedoms. The study, conducted by E. G. Williamson and John Cowan, was published in 1966. It was based on questionnaire responses obtained in 1964 from presidents, deans of students, chairmen of faculty committees on student affairs, student body presidents, and student newspaper editors of 849 institutions from all regions of the country and representing 10 categories of higher educational institutions. Responses were analysed under the following headings: freedom of discussion of controversial issues, freedom of organized protest action, freedom relating to civil rights issues, editorial freedom, and the student role in policy making.

From the interest and work of these two groups, a drafting committee was formed which consisted of representatives from the following five groups: the American Association of University Professors, the Association of American Colleges, the U. S. National Student Association, the National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors.

Five other professional groups participated in the conference which led to the development of the Joint Drafting Committee. These groups were: the American Council on Education, the Association of American Universities, the Association for Higher Education, the Association of State Colleges and Universities, and the American College Personnel Association.

The statement was released in the Fall of 1967. Since that time, a number of personnel work groups have endorsed the statement. Some of these groups are the National Association of Student Personnel Administrators, the National Association of Women Deans and Counselor, the Commission of Student Personnel of the American Association of Junior Colleges and the American College Personnel Association.

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

I. Freedom of Access to Higher Education

The admission policies of each college and university are a matter of institutional choice provided that each college

and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution's program. While church-related institutions may give admission preference to students of their own persuations, such a preference to students should be clearly and publicly stated. Under no circumstances should a student be barred from admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

II. In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. *Protection of Freedom of Expression.* Students should be free to taken reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. *Protection Against Improper Academic Evaluation.* Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

C. *Protection Against Improper Disclosure.* Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

III. Student Records

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provisions should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

IV. Student Affairs

In student affairs, certain standards must be maintained if the freedom of students is to be preserved.

A. *Freedom of Association.* Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

1. The membership, policies, and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required, each organization should be free to choose its own adviser, and institutional recognition should not be withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institional recognition.

5. Campus organizations, including those affiliated with an extra-mural organization, should be open to all students without respect to race, creed, or national origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

B. *Freedom of Inquiry and Expression.*

1. Students and student organizations should be free to examine and to discuss all questions of interest to them, and to express opinions publicy and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their public expressions or demonstrations students or student organizations speak only for themselves.

2. Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure orderly scheduling of facilities and adequate preparation for the event, and that the occassion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

C. *Student Participation in Institutional Government.* As constituents of the academic community, students should be free, individually and collectively, to express their views on issues or institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

D. *Student Publications.* Student publications and the student press are a valuable aid in establishing and maintaining

an atmosphere of free and responsible discussion and in bringing student concerns to the attention of the faculty and the instutional authorities and in formulating student opinion on various issues on the campus and in the world at large.

Whenever possible the student newspaper should be an independent corporation financially and legally separate from the university. Where financial and legal autonomy is not possible the institution, as the publisher of student publications, may have to bear the legal responsibility for the content of the publications. In the delegation of editorial responsibility to students the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their intergity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attack on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications the following provisions are necessary:

1. The student press should be free of censorship and advance approval of copy, and its editor and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

3. All university published and financed student publications should explicity state on the editorial page that the opinions there expressed are not necessarily those of the college, university or student body.

V. Off-Campus Freedom of Students

A. *Exercise of Rights of Citizenship.* College and university students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership Faculty members and administrative officials should insure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of rights of citizenship both on and off campus.

B. *Institutional Authority and Civil Penalties.* Activities of students may upon occasion result in violation of law. In such cases, institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

VI. Procedural Standards in Disciplinary Proceedings

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties.

The administration of discipline should guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. They should also take into account the presence or absence of an Honor Code, and the degree to which the institutional officials have direct acquaintance with student life, in general, and with the involved student and the circumstances of the case in particular. The jurisdiction of faculty or student judicial bodies, the disciplinary responsibilities of institutional officials and the regular disciplinary procedures, including the student's right to appeal a decision, should be clearly formulated and communicated in advance. Minor penalties may be assessed informally under prescribed procedures.

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him, that he be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provisions for appeal of a decision. The following are recommended as proper safeguards in such proceedings when there are no Honor Codes offering comparable guarantees.

A. *Standards of Conduct Expected of Students.* The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct but the student should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.

B. *Investigation of Student Conduct.*

1. Except under extreme emergency circumstances, premises occupied by students and the personal possessions of students should not be searched unless appropriate authorization has been obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible authority should be designated to whom application should be made before a search is conducted. The application should specify the reasons for the search and the objects or informa-

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tion sought. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

2. Students detected or arrested in the cource of serious violations of institutional regulations, or infractions of ordinary law, should be informed of their rights. No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons.

C. *Status of Student Pending Final Action.* Pending action on the charges, the status of a student should not be altered, or his right to be present on the campus and to attend classes suspended, except for reasons relating to his physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, or university property.

D. *Hearing Committee Procedures.* When the misconduct may result in serious penalties and if the student questions the fairness of disciplinary action taken against him, he should be granted, on request, the privilege of a hearing before a regularly constituted hearing committee. The following suggested hearing committee procedures satisfy the requirements of "procedural due process" in situations requiring a high degree of formality:

1. The Hearing Committee should include faculty members or students, or, if regularly included or requested by the accused, both faculty and student members. No member of the hearing committee who is otherwise interested in the particular case should sit in judgment during the proceedings.

2. The student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity, and in sufficient time, to insure opportunity to prepare for the hearing.

3. The student appearing before the hearing committee should have the right to be assisted in his defense by an adviser of his choice.

4. The burden of proof should rest upon the officials bringing the charge.

5. The student should be given an opportunity to testify and to present evidence and witnesses. He should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against him unless he has been advised of their content and of the names of those who made them, and unless he has given an opportunity to rebut unfavorable inferences which might otherwise be drawn.

6. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the Hearing Committee. The decision should be based solely upon such matter. Improperly acquired evidence should not be admitted.

7. In the absence of a transcript, there should be both a digest and a verbatim record, such as a tape recording, of the hearing.

8. The decision of the Hearing Committee should be final, subject only to the student's right of appeal to the President or ultimately to the governing board of the institution.

Further references which provide clarification on the nature, development, and implications of this statement are:

"Administrator's Handbook: Understanding the Joint Statement on Rights and Freedoms of Students," *College and University Business*, Vol. 45, No. 1, July 1968, pp. 31-38. (This article is also available in reprint form at $1.00 per copy from Reprint Editor, College and University Business, 1050 Merchandise Mart, Chicago, Ill. 69654).

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Mucks, Arlie M. Jr., "The Agony and the Ecstacy," *NASPA Journal*, Vol. 2, No. 4, April, 1965, pp. 18-20.

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Van Alstyne, William W., "The Perogatives of Students, the Powers of Universities and the Due Process of Law," *Journal of the National Association of Women Deans and Counselors*, Vol. 30, No. 1, Fall 1966, pp. 11-16.

Williamson, E. G., "Establishing Student Freedoms and Rights," *NASPA Journal*, Vol. 2, No. 4, April 1965, pp. 9-12.

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Siggelkow, Continued

the encouragement of new ways to more fully engage students with the university. However, he and many of the rest of us are likely to be disappointed at the small number really anxious and willing to become deeply involved—and those who do may well not even be truly representative, at that.

Shoben's alternative patterns," "possible models" and generally biased consideration of the role of the student personnel worker would, if adopted nationwide, encourage most of us to seek other employment immediately. He somehow separates out certain functions, so that his hypothetical Vice President seems at best to be some type of Union Director with secondary responsibility for undefined student activities. Shoben does not expand his view to encompass counseling, placement, financial aid, resident hall programs admissions, research, foreign students, health centers, or even the unique plight of commuting students. (Just to make it clear that this writer is not reacting personally to protect his own budgetary line, I see no objection to having students elect the person to serve in this particular role, no matter whether he comes from student, faculty, or administrative ranks.)

One can respect Shoben's consistent analysis that Student Personnel has not been "a particularly distinctive" enterprise, but the development of professionally trained persons in the field, albeit late in coming, is currently making progress. A theoretical base, admittedly a slow and painful process, is being created to interface with already acknowledged philosophical content. Critics will have to get out of the forest and observe some programs first hand; they will at least find out that the campus disciplinarian type is rapidly disappearing.

For that matter, never before in the history of the field have the challenges been so great or the opportunities so many. Student Affairs/Personnel leaders must firmly base their role and function on educational ground since they do not deserve to exist if they perceive their role as a minor administrative functionary or semi-qualified security officer. Their unique cirriculum is not confined to the classroom or lecture hall—it encompasses the campus, the community, and even the national scene, providing learning experiences with educationally related life opportunities.

In further response, many student personnel functions, even at this moment in time, do far more to help students educationally and personnally than is presently the case for so many academic faculty who continue to limit their student contact to the traditional and impersonal arena of the classroom.

There is little doubt that Student Personnel staff members ought to be better versed in the behavioral sciences, just as faculty in the behaviorial sciences and other disciplines should know more about students. Neither know enough about the culture of college age youth and few, indeed, would be able to discuss intelligently the philosophers of the New Left or the personalities and techniques of contemporary poets, film makers, and musicians. Faculty and student personnel professionals are going to have to move closer together, instead of continuing to lodge permanently in separate camps.

Finally, major reorganizational changes — not touched upon by Shoben—must be considered so as to build around functions rather than attempting to perpetuate administrative bureaucracy. Programming is more important than structure, and one approach may be to centralize the function and decentralize the service areas on a campus-wide, rather than traditionally centralized basis. (Consider the implications as to increased involvement of the financial aids office, placement, and counseling when a student will finally be permitted to progress at his own academic pace. There will be longer range financial and counseling problems, and tailored workstudy packages, to say nothing of special programs necessary for an increasingly heterogeneous student body housed in living-learning centers or cluster colleges.)

The implication that Student Personnel people have somehow failed in their role deserves a final comment. Shoben seems to suggest that they have not been effective competitors in a game for which they were not well qualified in the first place.

What he really should have said—and note his own emphasis on the need for curricular reform—is that many changes in higher education are long overdue; if anything, the faculty lag in this respect is even more reprehensible than that of other parts of the University.

Students must indeed play a stronger contributing role in shaping educational policy, but it is the *faculty* now who have to face up to how much responsibility should be given students in questions of educational quality, faculty competence, and curricular content.

The real question is not one of wondering if there will be change, but rather, how can we give direction to the flow of change?

Schwartz, Continued

for this demand. I deem the development a healthy one. If administrators are interested in helping, they will accede to it.

Students do not reject all help from the "over-30" set; indeed, most of the mentors of students revolts (Marcuse, Bill Coffin, McCarthy, Che Guevara, Paul Goodman) are not students at all. Every student group maintains close contact with one or more faculty members and the criteria for maintaining these contacts are not even their political persuasions. Given that students can choose their own helpers, why doesn't the administration let them? If the president needs someone to buffer the shock of protest, he should hire a special assistant who has no pretensions to do anything more than that.

These comments are loose, to be sure. Each perhaps raises as many questions as it answers. Yet, the commentary here should provide a few more clues to understanding what the student activists are saying, just as Shoben's comments offer useful responses to student activism.

■ The ERIC Counseling and Personnel Services Information (CAPS) Center is now beginning its third year of life. The first two years have been tumultous ones filled with decisions and plans about what to be and how to become. We have had to grapple with technical questions relating to the design and operation of an information system as well as professional and substantive questions regarding the optimum interface between our Center and the community of personnel workers we seek to serve. Sometimes trying, but more typically challenging, our experiences to date have aided us in developing an operating philosophy and a system that we believe is congruent with both the realities about and the dreams we have for our Center.

Central to our development has been a continuous interaction and dialogue with diverse groups and individuals as to the role and function of our Center. The utility of these interactions has convinced us of the desirability of a broad base of communication where we may explicate our goals and functions to our college of users, and where users in turn can examine the Center in the light of their own interests and needs. Therefore, it seems eminently appropriate at this time to share with our readerhip and usership our thoughts and plans for CAPS.

Perhaps the idea most basic to our operation has been our plan to integrate concepts and resources from the personnel services at *all levels* (elementary through higher and adult education) and in *all settings* (school, agency, and community). Our motivation here has been twofold. First, to underwrite a system that is designed to be comprehensive in the sense that there need not be a separate system for each personnel specialty (school counselor, student personnel worker, employment counselor, etc.) at each level. A need for information on a concept at any one level or setting can thus be obtained through a single entry into the system, as can information on a concept about all levels and settings. Second, we have desired to build a system that not only searches information sources that are known to a user, but will, in all probability, introduce a user to new sources of knowledge. A user, for instance, may very well find that the ideas and resources of real utility to him are outside his own specialty and his own area of habitual search.

We conceive the system which we are building as one which will reduce rather than perpetuate barriers to the flow of information between groupings such as researcher and practitioner, secondary counselor and student personnel worker, and school settings and employment settings. Slowly, but hopefully continuously, we are expanding the sources from which we obtain information on concepts relevant to the personnel services. Our goal, which is only approachable, not reachable, is to enable someone who enters the system to inform himself on a given concept—not only with all that was written with his specific purpose in mind, but information developed for far different purposes, which is relevant to his purpose and interests. Parenthetically, it should be added that relevancy is here defined as that information which may assist in raising new questions, and in restructuring the problem, as well as in the time honored sense of "answering" questions.

A second major idea in our thinking and planning is to build a system which complements and supplements existing personnel services information systems. Professional associations, journals, and books have been and continue to be viable means by which information is disseminated. It is neither our intention nor our practice to attempt to replace these resources. Rather, we are working to build upon them in ways that both enhance their usefulness as well as provide new avenues to informational resources. Indexing and abstracting professional journal articles without reproduction of the article in *Research in Education* and in the CAPS *Current Resources Indexes,* a regular CAPS practice, is a good illustration of this idea. Citing a professional journal article in an ERIC-CAPS publication broadens the reader audience of that article, assists individuals to identify materials relevant to their needs, and promote more frequent use and purchase of the journal in which the article was published. Similar illustrations could be provided with reference to conventions, books, and papers, but this should suffice to indicate how CAPS aims to fill gaps and build bridges rather than duplicate existing informational structures.

A third area of basic emphasis is that of our interface with our users. What should the role of CAPS be in assisting individuals, programs, and professional

associations in meeting their informational needs? The CAPS response has been to focus on being a *resource producing rather than a service providing* organization. The CAPS role within the total ERIC system is most appropriately seen as the production of informational resources which are either of direct assistance to the individual users and/or can be utilized by organizations such as state departments and regional and area educational laboratories in providing assistance with local educational needs. Such a focus does not preclude the regular practice of CAPS in developing informational products with the needs of special user groups in mind or undertaking intensive searches for larger educational units which have important implications for the profession. It is to say, however, that CAPS' greatest service may be to serve either the general needs of many or the specific needs of some through the production of appropriate resources.

Apropos to this emphasis on resources production is our activity in developing materials which will assist the individual personnel worker in being more resourceful. The variance in the usefulness of any information system is in large measure attributable to how the user conceptualizes his problem and how skillful he is in using the system. It is both our goal and a part of our present activity to develop multimedia resources which will aid the CAPS user to maximize his skill in using existing journal and library information resources as well as the ERIC system.

The fourth and perhaps the most important idea associated with CAPS' development relates to the stance which we will take regarding information in the personnel services. It is easy to conceive of CAPS as an immense storehouse of information and resources which could, on call, efficiently provide that which is asked of it: an article, a book, a series of materials or a bibliography. Such a Center could be useful. It is our view, however, that a larger, albeit more efficient and automated library is not the appropriate goal stance. We would rather conceive of CAPS as a center for ideas and issues, a center that reacts rather than reflects an issue, that searches for as well as stores ideas and seeks for explication and examination as much as it compiles and computes. It would, in fact, be better to make waves rather than smooth them, to be concerned with controversy and conflict, and to break rather than build boundaries that inhibit the interprofessional and interdisciplinary flow of ideas and materials.

I believe it is fair to say that our staff is concerned about and committed to exploring new areas. If we follow our lead, we are likely to become a center that sees and uses its growing information resources as a means to the improvement of communicative be-

havior by personnel workers. It would be a center for learning the "what is" and also preparing for the "what should be."

A center of the kind I have been describing would seek to reach out and bring its users into contact with new ideas and developments. It would serve to raise questions as much as answer them. It would aim to integrate knowledge so that the insights and experiences of one specialty would be available to all other specialties. Such a center would strive to package materials and resources in such a way that they would become the basis of a personal information system which an individual could supplement with information from many other sources. It would, in the last analysis, be a center that aims to assist personnel workers to be more effective seekers and users of information that could make a difference in how they conceived of and performed their jobs. Such a center would be our cup of tea.

Would it be yours?

Jerry B. Walz

Fitzgerald, Continued

of lesser importance. Within this conceptual model, his role continues to be that of a contributory educator, fostering education outside the classroom.

At the present time, it may well be that trained, experienced student personnel employees of any college campus are the best informed faculty members about the nature of higher education in the U. S. and about the nature of the college-aged adolescent. It seems apparent that the type of training received by student personnel workers will have important initial effects on the programs they initiate and develop, as well as the activities they support and the procedures they employ in the administration of their responsibilities. In addition, what they don't know will affect their faculty colleagues, and the nature of the campus climate and situation for students.

ERIC/CAPS Is ...

The Educational Resources Information Center (ERIC) program has been initiated by the U.S. Office of Education to provide additional upport for the educational knowledge utilization system. ERIC consists of a number of specialized Educational Information Analysis Centers with leadership coming from the ERIC Central office which is located in the Bureau of Research, U. S. Office of Education. The Counseling and Personnel Services Information Center (CAPS) is one of these ERIC Centers.

As a Center, CAPS focuses on the acquisition, analysis and dissemination of knowledge relevant to the work of personnel workers at all levels and in all settings. Included in this definition of personnel work are such professional specialities as college student personnel work, school psychology, school social work, elementary and secondary school counseling, school health work, school psychiatry, employment counseling and personnel work research. Since it is an aim of CAPS to provide personnel workers with new sources and varieties of knowledge, the outreach efforts of the Center to acquire informational resources extends beyond the personnel work literature to include all of the behavioral sciences and a judicious selection of related materials from the sciences and humanities.

WHAT ARE THE GOALS OF THE ERIC SYSTEM?

Within the educational community, there are a number of groups such as researchers, trainers, practitioners, administrators and influential lay people, who both generate and use information. ERIC is working toward several goals which are designed to facilitate the flow of information among these groups.

Development of a Large Materials Collection

Both ERIC Central and the ERIC Information Analysis Centers are involved in an intensive acquisitions program which results in a large collection of materials describing current educational research, practices, and programs. These materials are abstracted, indexed and stored in either the individual ERIC Centers or the Central ERIC collection.

Current Awareness Search Tools

The ERIC System generates a number of search tools which help members of the educational community keep aware of recent educational developments and search for information in special interest areas. Central ERIC produces the monthly abstract/index journal **Research in Education,** which announces materials recently processed by the ERIC Centers, plus materials announcing special collections of educational materials. Each ERIC Center also produces search tools such as bibliographies.

Document Reproduction Service

Part of the ERIC System is the ERIC Document Reproduction Service, which enables the users of the system to receive materials of interest to them in either microfiche or hard copy form.

Information Analysis Activities

The ERIC System is actively engaged in information analysis and synthesis activities; each ERIC Center is developing information analysis products, i.e., monographs and review papers, which provide syntheses of large masses of information and present analyses of current trends in various educational areas. Each ERIC Center publishes a newsletter which will alert users to these products. A user may want to be added to the mailing list of several Centers which provide coverage of his major interest areas.

Encouragement of Local Information Centers

A local information center can build a large collection of materials to meet local needs. This collection might include ERIC materials from selected ERIC Centers, in addition to resources which have been identified by local personnel. These collections can be searched with the aid of ERIC search tools and locally generated indexes. Both Central ERIC and the ERIC Centers are developing training materials and providing consultative help to organizations interested in using ERIC materials and tools to develop local information centers serving local user groups.

CAPS SERVICES AND PRODUCTS

A large collection of personnel work materials and resources results from the CAPS liaison-acquisitions activities. CAPS, because of this large information collection, is able to develop a number of products and services. Some of these include:

Input to Research in Education

Each month, CAPS abstracts and indexes high quality materials for input into the Central ERIC Sys-

tem. A high percentage of this input is composed of reports, articles and speeches based on current research activities. Also included are reports of programs and procedures. This input is announced each month in **Research in Education** and is available in microfiche or hard copy from the ERIC Document Reproduction Service.

CAPS Capsule: A Quarterly Bulletin

CAPS publishes a quarterly bulletin, **CAPS Capsule.** This publication has several goals. First, it communicates current CAPS news such as staff activities, new acquisitions and available products. Second, it reports current information about personnel work such as ongoing research and programs which have not yet been described in other publications. Finally, **CAPS Capsule** contains articles and references which highlight current trends in personnel work.

Current Resources Series

The Current Resources Series is a series of publications which comprehensively describe materials available on specific high interest areas. For example, user inquiries and materials being received at CAPS may indicate that the team approach to pupil personnel services is a high interest area. A comprehensive search for materials relevant to this area would be initiated. As a result of this search, a publication which contains abstracts or articles and subject and author indexes would be produced.

Monographs

Each year, a few broad conceptual areas of interest to personnel workers are selected as monograph topics. Monographs are then prepared on these areas by both CAPS staff members and outside consultants. These monographs provide syntheses of large bodies of information and indicate current trends in these conceptual areas.

On-Site Search Facilities

Although CAPS does not have the resources to respond to specific user inquiries, it does provide the opportunity for interested people to use the CAPS collections and search tools through on-site visits. If an individual user is interested in searching the CAPS collection to identify and use materials of particular interest to him, it is suggested that he write to CAPS explaining his interest. Arrangements will be made for on-site use.

Consultation on the Development of Local Information Centers

CAPS is particularly interested in encouraging further utilization of its resources through the development of local information centers. CAPS is willing to provide consultative help to those organizations or groups who are interested in developing these centers. This help would provide information on how to organize such centers and how to incorporate ERIC /CAPS materials in the center's collection.

CAPS Current Resources Index

CAPS has recently developed several current resources indexes. These indexes concentrate on special concept areas of current interest to personnel workers. For each index, a topic is selected and then several collections of materials are searched including the ERIC document collection, the CAPS document collection, current journal literature, **Dissertation Abstracts,** and **Psychological Abstracts.**

Based on these searches, the indexes are developed. These publications contain abstracts of current materials and subject and author indexes. This enables those interested in these topic areas to search one publication for materials currently available.

Seven of these Current Resources indexes are now available to CAPS users. Three are available from the ERIC Document Reproduction Service. These include:

ED 017 036

The Use of Information in Personnel Services.

Rich, Juliet V.

EDRS Price: MF-$0.50 HC - $3.32 81p.

This publication describes selected literature on new information techniques applicable to personnel work. Such areas as computer systems, applications and standards for new information systems and specific personnel areas affected by such developments are covered.

ED 017 037

Small Group Work and Group Dynamics

Hechlik, John E. and Lee, James L. EDRS Price: MF-$0.50 HC - $4.04 99p.

This publication describes selected literature on recent developments in small group work. Such areas as theories of group dynamics, specific applications of group work and discussions of methodology in small group work are covered.

ED 017 038

Pupil Personnel Services

Walz, Garry R. and Lee, James L.

EDRS Price: MF - $0.50 HC - $4.40 108p.

This publication describes selected literature on total pupil personnel programs embracing such topics as philosophy, legal implications, organizational patterns and goals.

Those interested in ordering these publications should see page 23 for complete instructions on how to order materials from the ERIC Document Reproduction Service.

Four other Current Resources Indexes are available directly from

the CAPS Center. These publications will be disseminated for the Center only as long as the number of published copies lasts. After that time they will also be available from the ERIC Document Reproduction Service. These include:

Decision-Making

Urbick, Thelma

This publication describes the current literature on decision-making theory and its application to counseling procedures and the development of guidance programs.

Professional Specialties in the Pupil Personnel Services

Lee, James L.

This publication is a companion to the Current Resources on Pupil Personnel Service. This publication describes materials dealing with particular specialties such as school counselor, school psychologist, school social worker, etc.

Elementary School Counseling and Guidance

Hechlik, John E.

This publication describes resources on characteristics of elementary school students, suggested procedures for use with this group, and descriptions of current elementary school personnel programs.

Personnel Practices with the Disadvantaged

Urbick, Thelma

This publication describes materials on the characteristics of the disadvantaged and suggests helpful procedures for use with the disadvantaged. The resources of the ERIC Center on the Culturally Disadvantaged were used for this publication. (In Press)

Research in Education Is Major ERIC Announcement Bulletin

Research in Education is the main announcement bulletin of the ERIC System. All eighteen ERIC Centers contribute high quality, current materials to this publication on a monthly basis. This publication provides abstracts of these materials and author, subject matter, and institutional indexes which help the user locate those materials most relevant to his particular information needs.

Research in Education currently announces about 800 documents per month. It is available through the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402. The yearly subscription rate is $11.00 per year, domestic; $13.75, foreign; or $1.00 per issue.

Semi-Annual Index to be Available

A **Research in Education Semi-Annual Index--Reports, January-June, 1968** is scheduled for publication in the early Fall, 1968. This publication will provide cumulative indexes for the six issues of **Research in Education** published during the first half of 1968. This publication in conjunction with the previously published **Research in Education, Annual Index, 1967, Report Resume Index** offers the most complete and comprehensive search tool for retrieving reports published in **Research in Education** since the first issue, November 1966.

Other ERIC Products Now Available

In addition to **Research in Education,** ERIC has developed several other publications which announce special collections or help in the more effective use of ERIC announcement materials. These materials are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C., 20402.

The following materials are now available:

Office of Educations Reports: 1956-1965. A decade of research in education is covered in this two-volume set. One volume (OE-12029) includes resumes for the 1,214 reports covered and costs $1.75; the other (OE-12028) includes the author, institution, and subject-matter indexes and costs $2. When used with **Research in Education,** these volumes provide a record for all research supported by the U. S. Office of Education from 1956 to the present.

Pacesetters in Innovation. The first volume, fiscal year 1966 (OE-20103) contains resumes for 1,075 projects begun under Title III, Elementary and Secondary Act of 1965. The second volume (OE-20103-67) contains resumes for 906 projects begun under Title III during the fiscal year 1967. The author, institution, and subject-matter indexes in each volume allow educators and researchers to find projects quickly. Both are available from the Superintendent of Documents for $2.50 each.

Selected Documents on the Disadvantaged. A collection of 1,740 documents dealing with the special educational needs of the disadvantaged. The Number and Author Index (OE-37001) can be purchased from the Superintendent of Documents, U. S. Government Printing Office for $0.65 and the Subject Index (OE-37002) for $3.00.

Thesaurus of ERIC Descriptors, First Edition, December 1967, is the first comprehensive subject authority for storing, searching, and disseminating educational research and research-related information acquired by the Educational Resources Information Center. (OE-12031). The thesaurus should be used in searching the subject indexes of **Research in Education,** monthly abstract journal.

***Thesaurus of ERIC Descriptors** (Supplement No. 1 to the Thesau-

rus of ERIC Decsriptors, First Edition, December, 1967). The new descriptors in this supplement were developed from the indexing of educational research reports and projects by Central ERIC and from new descriptors developed from the indexing of documents received from the clearinghouses. The two companion issues are to be used in conjunction to develop effective search strategies. The Supplement is available from the Government Printing Office for $2.00 (OE-12031-1).

Research in Education, Annual, Index, 1967, Report Resume Index, provides cumulative indexes for the research *reports* that were announced in the monthly issues of **Research in Education** from November 1966 through December 1967.

Research in Education, Annual Index, 1967, Project Resume Index, provides cumulative indexes for the research *projects* that were announced in the monthly issues of **Research in Education** from November 1966 through December 1967.

***How to Use ERIC,** a new illustrated publication, presents a concise overview of ERIC tools and products, shows how to use ERIC reference tools, and tells how to obtain documents from ERIC. It should prove to be a valuable product for informing and educating users and potential users of the organization and operation of the ERIC system. It is available from the Government Printing Office for 20 cents (OE-12037).

• • •

To continue your subscription to CAPS CAPSULE, please mail the form on the back cover to:

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Ann Arbor, Michigan 48104

New Materials Available

SCHOOL-STUDENT INTERACTION AND STUDENT CLIMATE

The following are ERIC Document Resumes which describe reports concerning student charactistics as they relate to, or result from, interaction with school personnel or school environments. These materials relate primarily to studies concerning high school, junior college and college students, and environments. Reports of particular interest to the reader may be ordered from the ERIC Document Reproduction Service. (EDRS).

• • •

SAMPLE ENTRY

(1) ED 010 885

(2) Houghton, Hubert, The Future of Elementary Guidance. (Report from Elementary School Guidance in Illinois.) Superintendent of Public Instruction, Springfield, Illinois, 1966.

(3) EDRS Price: HC $.60 MF 0.25

EXPLANATION OF SAMPLE ENTRY

(1) ED NUMBER—This is the accession number of the document and should be used when ordering materials.

(2) BIBLIOGRAPHIC INFORMATION—This section contains bibliographic information including author, title, institutional source and publication date.

(3) EDRS PRICE—This section indicates the length and cost of the document. MF stands for Microfiche and HC stands for hard copy. Microfiche is a 4" x 6" film card that contains up to 60 pages of text. Hard copy reprodustions are 6" x 8", about 70 percent as large as the original text.

SCHOOL ENVIRONMENT

High School

ED 010 621
McDill, Edward L. and others, Sources of Educational Climates in High Schools. Johns Hopkins Univ., Baltimore, Md., Dec. 1966. EDRS Price 401p. HC $16.12 MF $1.50

Variations in the informal social systems of 20 High Schools, the sources of these variations, and the effects on students were studied.

ED 010 800
Michell, James V., Jr., A Study of High School Learning Environments and Their Impact on Students. Rochester Univ., N.Y., 1967.

EDRS Price 138p. HC $5.60 MF $.75

High School learning environments were analyzed and compared to determine their effect on student needs, satisfactions, values, and aspirations.

Junior College

ED 010 098
Billings, Elizabeth L. and Spaulding, Helen, Assessment of the Intellectual-Social-Cultural Environment Which is Characteristic of a Private Junior College for Women. Colby Junior Coll. EDRS Price 89p. HC $3.64 MF $.50

The Junior College Environment of a Residential, 2-year private college for women has investigated in terms of the five dimensions measured by the College and University Environment Scales (CUES) — Practicality, community, awareness, propriety, and scholarship.

ED 013 489
Richards, James M. Jr. and others, A Description of Medical College Environments, 1967.

EDRS Price 25p. HC $1.08 MF $.25

A factor analysis of 28 institutional characteristics of all Canadian and American Medical Colleges (N-100) was undertaken to develop a descriptive profile of Medical College Environments.

SCHOOL-STUDENT RELATIONSHIP

High School

ED 011 888
Harvey, O. J. and others, Teachers' Beliefs, Classroom Atmosphere, and Student Behavior.

EDRS Price 26p. HC $1.12 MF $.25

This study investigated the influence of teachers' overt classroom behaviors (earlier shown to be a function of their belief systems) upon the learning and performance of students in 116 K-1 classes in Rural and Urban School Districts.

Junior College

ED 013 616
Wilkinson, Robert E., How Can Laboratory Training Improve Relationships between Adivsors and Students in Student Government. A Prelimary Study of Laboratory Training as Used with the Los Angeles City College Student Council. California Univ., Los Angeles, Dec. 1966.

EDRS Price 35p. HC $1.48 MF $.25

A pattern of problems in communication among Student Council Members and between the council and its Faculty Advisors contributed to a decision to substitute a program of Sensitivity Training for the usual Student Council Orientation Program.

College

ED 010 647
Stern, George G., Studies of College Environments. Syracuse Univ., N. Y., 1966.

EDRS Price 261p. HC $10.52 MF $1.00

In an attempt to increase fundamental knowledge about the psychological characteristics of College Environments, those characteristics were related to student attributes and to criteria of institutional excellence.

ED 011 381
Marks, Edmond, Personality and Motivational Factors in Responses to an Environmental Description Scale, Georgia Inst. of Technology, Atlanta, 1967.

EDRS Price 35p. HC $1.48 MF $.25

Many of the 150 items forming the Pace College and University Environment Scales (CUES), an instrument for assessing College Student perceptions of their environment.

Within the category of high response variability (50 percent True and 50 percent False Responses). The author hypothesized that this variability is attributable to certain characteristics of the items and of the respondents.

ED 011 680
Creager, John A., Interaction Between the Student and College Environment. 1967.

EDRS Price 17p. HC $.76 HF $.25

A theoretical scheme was discussed for matching students to colleges through the use of a directory which could contain profiles of student characteristics and of college environmental characteristics.

ED 013 379
Freedman, Mervin B., The Student and Campus Climates of Learning, New Dimensions in Higher Education, Number 18. Duke Univ., Durham, N. C., April 1967.

EDRS Price 96p. HC $3.92 MF $.50

Current beliefs about the extent of the influence of college experience were surveyed by a review of reported research.

STUDENT CHARACTERISTICS

High School

Thompson, Orville E. and Carr, Sara G., Values of High School Students and Their Teachers, University of California, Davis Campus, Sep. 1966.
EDRS Price 113p. HC $4.60 MF $.50

This study was designed to provide information on the personal values of high school students and their teachers. Evidence of changes in personal values and value patterns were sought in an attempt to reveal impacts from teachers, certain socioeconomic and psychological factors, and educational objectives.

ED 010 405
Rhea, Buford and others, Measures of Child Involvement and Alienation from the School Program. Boston Coll. Chestnut Hill, Mass., 1966.

EDRS Price 130p. HC $5.28 MF $.75

Students from two high schools were surveyed to gather information about alienation and involvement in school.

ED 012 270
Rhea, Buford, Institutional Paternalism in High School.

EDRS Price 20p. HC $.88 MF $.25

To determine whether students are alienated from or involved in their school work 49 interviews and 2,329 questionnaires were secured from students from three high schools in which quality of facilities, curriculum, student background, and staff were optimal, thus allowing concentration on the organizational aspects of the school.

ED 015 153
Walbert, Herbert J. and Anderson, Gary, Classroom Climate and Individual Learning. 1967.

EDRS Price 16p. HC $.72 MF $.25

To investigate the relationship between individual satisfaction with classroom climate and learning, 2100 high school juniors and seniors were asked to evaluate the Harvard Project Physics, an experimental course which utilized new instructional methods and materials.

ED 015 154
Walberg, Herbert J., Structural and Affective Aspects of Classroom Climate. 1967.

EDRS Price 18p. HC $.80 MF $.25

Using the classroom as the unit of analysis a 25 percent random sample of students in 72 classes from all parts of the country took the Classroom Climate Questionnaire in order to investigate the relationship between structural (organizational) and affective (personal interaction between group members) dimensions of group climate.

Junior College

ED 012 609
Cooley, William W. and Becker, Susan J., The Junior College Student. Jan. 1966.

EDRS Price 10p. HC $.48 MF $.25

Using data obtained by Project Talent, a nationwide study of high school youth, the authors describe the junior college student. Junior college, noncollege, and senior college students were compared in terms of six measures of information and eight measures of general aptitude and ability.

ED 010 100
Warren, Jonathan R., Patterns of College Experiences. College Student Personnel Inst. Claremont, Calif. June 1966.

EDRS Price 149p. HC $6.04 MF $.75

The identification and evaluation of student types and the interaction of their college experiences were reported.

ED 010 267
Hood, Albert B. and Swanson, Edward O., What Type of College for What Type of Student. University of Minnesota, Minneapolis, 1965.

EDRS Price 263p. HC $10.60 MF $1.00

Major objectives of the study were (1) To compare entering freshman students at different types of colleges (that is, Universities, Liberal Arts Colleges, State Colleges, Teachers Colleges, and Junior Colleges) on ability, high school achievement, cultural status, economic status, and personality factors, (2) To compare, by type of col-

lege attended, the academic performance of students, matched on ability, socioeconomic, and personality factors, and (3) To predict college grades by using socioeconomic classification and personality indexes in conjunction with ability and achievement factors.

ED 011 345
Mock, Kathleen and others, An Exploratory Investigation of Selected Student Types at Three University of California Campuses, A Preliminary Report. California Univ., Berkeley, Ctr. for Research and Development in Education, Oct. 1966.

EDRS Price 103p. HC $4.20 MF $.50

A concern over the loss of potentially capable students led research personnel on the Davis, Los Angeles, and Santa Barbara campuses of the University of California to join forces in a study to identify ways for accommodating the various types of students admitted to the three schools.

ED 013 073
Gold, Benjamin Knox, Religious Attitudes of College Students at Harvard University, Radcliffe College and Los Angeles City College—Highlights of Comparative Studies Made in 1946-48 and in 1966-67. Los Angeles City Coll., Calif., June 1967.

EDRS Price 16p. HC $.72 MF $.25

Questionnaire surveys of the religious attitudes of students at Harvard, Radcliffe, and Los Angeles City College (LACC) were conducted in 1946-48 and again in 1966-67. Selected results from the two studies are compared.

ED 014 741
Abe, Clifford and others, A Description of American College Freshmen. American College Testing Program, Iowa City, Iowa, Mar. 1965.

EDRS Price 68p. HC $2.80 MF $.50

The American college survey was administered to 12,432 college freshmen at 31 different institutions to obtain a more complete picture of the typical college student and the variation among students from college to college.

ED 014 749
Chickering, Arthur W., The Development of Autonomy. Goddard Coll., Plainfield, Vt. EDRS Price 15p. HC $.68 MF $.25

The development of autonomy in college students is an outgrowth of the development of emotional and instrumental independence and the recognition of interdependence.

ED 014 750
Chickering, Arthur W., Institutional Objectives and Patterns of Student Change. Goddard Coll., Plainfield, Vt.
EDRS Price 22p. HC $.96 MF $.25

College objectives were redefined and student change examined to determine whether—(1) Students change in college, (2) When and where change occurs, and (3) Developmental principles which could apply to student change to facilitate decisions.

STUDENT ACTIVISTS

ED 010 846
Winborn, Bob B., Some Personal Characteristics of Campus Student Leaders—A Comparison of Social-Political Action Leaders with Four Other Categories of Student Leaders. Indiana University, Bloomington, Dec. 23, 1966.

EDRS Price 187p. HC $7.56 MF $.75

This investigation was designed to provide data about the characteristics of social-political action leaders at one university and to compare these characteristics with other types of categories of student leaders.

ED 011 346
Lunsford, Terry F., The "Free Speech" Crisis at Berkeley, 1964-65—Some Issues for Social and Legal Research. California Univ., Berkeley, Ctr. for Research and Development in Education, Dec. 1965.

EDRS Price 188p. HC $7.60 MF $.75

An examination was made of the issues and events of the "free speech" crisis on the Berkeley campus of the University of Calif., in an attempt to provide the basis for more systematic and dispassionate study of certain issues behind the student protests, and to stimulate social and legal research on these issues.

ED 012 618
Sogomonian, Aram, Report on a Survey of Attitudes on Current Political Issues. San Bernardino Valley Coll., Calif., Jan. 1965.

EDRS Price 14p. HC $.64 MF $.25

In January of 1965, the college asked 477 political science 1 students to complete a questionnaire indicating their attitudes toward several controversial contemporary problems. Statistical analysis showed a relation of attitudes to sex and age.

ED 013 352
Katz, Joseph, The Student Activists —Rights Needs, and Powers of Undergraduates. New Dimensions in Higher Education, Number 30. Duke Uni., Durham, N. C., April 1967.

EDRS Price 78p. HC $3.20 MF $.50

An analysis of student activism developed from a review of literature attempts to (1) Provide a definition of activism, (2) Identify the forces that created student activism, (3) Analyze the characteristics of the activists, (4) Determine the implications of activism for college policy, and (5) Identify questions for further research.

Ordering Procedures

Articles may be ordered from:
EDRS
National Cash Register Company
4936 Fairmount Ave.
Bethesda, Maryland 20014

To order, use the following procedure, specifying:

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New York
North Carolina
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin

The following is a bibliography of current books which deal with student characterictics, institutional climates, and the effect of school attendance upon students. These references should be helpful to those wishing to understand recent changes in the nature of students and educational institutions.

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